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United States Department of Agriculture

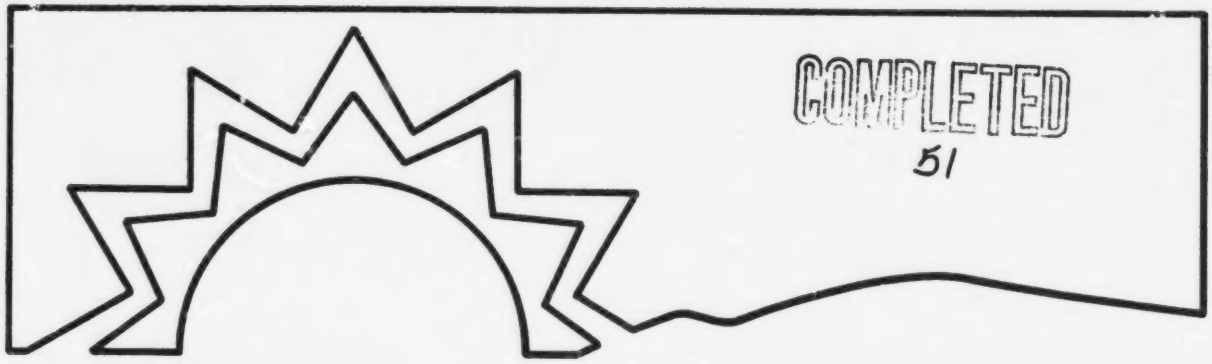
Extension Service

REPORT

1983 Consulting Groups 53rd National 4-H Conference

ORIGINAL

4-H - PATHWAYS TO THE FUTURE



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REPORTS OF 1983 NATIONAL 4-H CONFERENCE CONSULTING GROUPS

Group 1 Agriculture Awareness

Agriculture is one of the major contributors to our United States economy and is to a large extent responsible for the standard of living which our people enjoy. One point three percent of the United States population lives on farms and yet twenty-two percent of the American labor force is employed by agriculture. Today, one farmworker provides food and fiber for nearly eighty people here and overseas.

Our country has become highly urbanized with a high standard of living, a large percentage of our population has been removed from the point of production of agricultural crops and livestock, and many of our people have lost the perspective that is needed to make intelligent decisions regarding the production of food and fiber.

There is a need to create an awareness among the general population of the United States of how blessed we are with the abundance and uniqueness of our agricultural industry, its institutions, and its natural resources in our society.

An interest must be developed in agriculture. The established farmers and agriculture-related personnel should have a positive attitude towards their commitments. They must make positive projections for society to notice and appreciate.

Since the beginning of the farmer, we have all known that not enough agriculture awareness has been able to reach the public. With the modernized world, less and less emphasis has been put upon the farmer. Various programs have been enacted throughout the states. However, the people in Kansas are not learning what the people in Maine are learning due to the vastness of the nation. This proves that attempts are being made to educate the public so that they will be able to fully appreciate agriculture.

Texas	Demonstration on food and nutrition. The actual demonstration of milking a cow.
Iowa	"Bringing the Farm to the City" -- bringing animals into the city so as to educate the urban people on the rural society.
Indiana	Two to three day jamborees consisting of workshops on various educational aspects of agriculture.
New Mexico	4-H radio talks
Utah	"Hands on" educational experience
Minnesota	Plant growth and reproduction - gardening - indoor gardening - projects for urban 4-H'ers
Illinois	Rural to Urban Exchange Trip

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To introduce these careers, we propose a program such as the "career capers" program which is starting in Wisconsin. The objective of this program is to develop increased awareness of careers and job opportunities by youth through integrating activities into existing 4-H projects and activities. Another way to provide this education is by tours to universities and tours to agricultural career area places.

We also feel that a slide or movie presentation on what a career is would be helpful in making youth aware of their opportunities. Lastly, a computer counseling program would be really effective.

We feel that an internship or shadow program for seniors in high school would be an effective opportunity for them to understand a career and to help in their career decision. Television, slides and movies are also a helpful tool in explaining a career.

By having youth organizations, cooperatives, livestock breed associations, crop associations, commodity groups, and service organizations work together, more people will be reached and more material will be made available to the public.

The migration of people from city to rural communities has caused concern in environmentalists about the impact on land use and zoning problems. On the other hand, with the urbanization that has been taking place, we feel an educational emphasis should be placed on food production, marketing and consumption.

The legislative and executive branches of government should be educated on agricultural issues from local to national levels. To do this we feel that 4-H'ers should be taught communication skills to use with government officials. Also, emphasize the importance of regular communication whether good or bad. 4-H'ers should be taught effective lobbying techniques. We feel the 4-H citizenship project should be used to teach communication skills.

Improved marketing techniques are important to the 4-H'er. 4-H'ers should be taught the fundamentals of marketing and then advance to the more difficult aspects of marketing. 4-H'ers should also be taught the real market value of 4-H agricultural projects.

Another important program which should be developed is the 4-H "step-up" program; (i.e. dairy, showing, nutrition, genetics, research and technology, career identification).

One of these steps should be added each year making advancement in education necessary. The final step in this project should be leadership and expansion relating back to the "step-up" program.

Through these programs and suggestions, we hope that 4-H and other organizations can help make others aware of agriculture issues and innovations.

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Wisconsin	"Adventures in Dairy Land"
New Mexico	Computer Farm Management Project
Louisiana	"Adopted Chow" -- bringing urban kids to the farms
Massachusetts	Talk show; 4-H'ers interviewing different people
South Carolina	"Ag Day"; "Farm City Week"; show animals downtown; beef; have tours of farms
South Dakota	Farm or business exchange - Farmers and businessman exchange occupations
California	"You See UCD Days"; sponsored by Collegiate 4-H Club, University of California, Orientation to Agriculture career and study area for high school kids
North Carolina	"Wake Up Agriculture"
USDA	Agriculture in the Classroom, FFA, Food for America : Agriculture Enrichment
USDA	Only government agency that extends from Federal-State-County

Conclusion

These projects are being enacted throughout the States. They have proved to be effective, however, they have also proved to be not enough. Unfortunately, the American people do not understand the agriculture cycle and all that agriculture has to offer ranging from producing to marketing. Many more programs need to be established to educate the people. It is important for people to understand their own existence which in essence is agriculture. Many people do not know that eggs come from chickens, bread is made from grain coming from plants, and cotton from plants makes clothing. Therefore, these people need to learn such knowledge and it is up to us to educate them.

Recommendations

We feel that career opportunities should be emphasized through youth programs. We would like to see youth organizations working in conjunction with service organizations, businesses and commodity groups. We also believe that 4-H should have a learning organization pattern that increases the difficulty of the project each successive year.

There are many agricultural career opportunities in the areas of production such as livestock, crops, aquaculture, timber, mechanical science and computer technology, conservation, financing and marketing, education, media, governmental and legal professions.

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Group 2 Coping and Communication Skills for Teens

Teens today are confronted with new problems and situations that require coping skills. In addition to these skills, it is important that teens learn how to communicate effectively with their peers and others. Successful interpersonal communication can be achieved when one feels comfortable interacting with others.

4-H is currently providing opportunities for youth to communicate through the traditional methods include public speaking and demonstrations. In addition, there are a few individual states initiating programs on stress and coping skills. However, the awareness of these programs in severely limited. There is a need to expand existing projects and to develop new innovative programs to assist teens in this area.

Recommendations

The following are areas which we recommend be incorporated into a coping and interpersonal communication skills program.

1. Personal decision-making: A program to aid teens in making decisions concerning their peers and parents. Topics include:
   - alcohol and drugs - teaching abuse
   - sex and dating
   - competition - success and failures
   - coping with day-to-day situations -- school, family, church, community

2. Self-concept: A program to help teens build self esteem and self image. Through this program, teens will identify themselves internally, discoverning their strengths and weaknesses. Topics include:

   - P.M.A. -- positive mental attitude - feeling good about yourself and others
   - assertiveness training - "getting your point across"
   - values and judgement - understanding one's beliefs and morals
   - problem solving - physical, mental and social
   - understanding self - goals, ambitions, ideas, dreams, etc.

3. Interpersonal communication: Learning to communicate with others and one's self in different situations. Topics include:

   - verbal/non-verbal communication
   - improving listening skills
   - teaching teens to communicate with peers, adults, elderly and authority figures

4. Stress: A program which would aid teens in the management of their stress.

   - awareness
   - prevention
   - reduction
   - coping

5. Character Development: This program would help teens feel at ease with themselves around other members of society. It would develop refined qualities that others look for in men and women.

   - grammar-basic speaking grammar
   - etiquette - basic manners
   - Memorization Technique-names,information
   - health-physical fitness

6. Families: This project would help youth in their relationship within the family unit. This would cover traditional and non-traditional settings.

   traditional - 2 parent
   non-traditional - single, divorced, or dual working households
   sibling rivalry

Recommendations - How to Implement

1. Project Manuals - The most important and obvious means by which to share this information will be the self-help project manuals, covering the topics mentioned earlier. We feel it is essential that these manuals be available to all 4-H members nationwide. This will provide for individual study, supplemented by group sharing, both of which are important in the area of coping and inter-personal communicating.

2. Conferences and Retreats - We would like to see workshops incorporated into our state or regional conferences, retreats, and camps. Specific workshops could also be initiated on the county and local levels wherever feasible. These are excellent opportunities to reach a larger number of youth, share ideas, and become aware of the direction of local programs. Whenever possible, we feel it would be beneficial to utilize special speakers and resource people to share their knowledge at these workshops and speak to our clubs or joint meetings.

3. Supportive Materials - During our consulting group discussions, we observed that although there is a substantial amount of supportive literature, slide presentations and films, many states and counties are not aware of their existence. Because supportive literature most definitely should be used in conjunction with our program, it of course should be made available to all states and counties. As the program progresses, new or revised literature and audio-visuals should be developed to keep pace with the demand.

4. Training - It is essential that training be provided in these program areas. This was a high priority concern expressed by everyone in the consulting group. This would be training of Extension Staff, volunteer leaders, and junior and teen leaders. These individuals will then, in turn, provide training and initiate coping and inter-personal communication programs in their local areas.

   Some possible ways to teach these trainers is through leaders' forums and state, regional and county workshops or conferences. It is important to note that sessions to teach the trainers need to provide more than individual development; they need to focus on how to teach other 4-H members about peer pressure or stress.

5. Key Person - The entire delegation working with coping and communications also felt strongly about the need to identify a key person in each county. The starting and successful completion of programs need to be initiated by someone who has a definite responsibility and interest in the program. It will require the time and energies of someone who can work with the program and see it through. Too often, if a key resource person isn't designated, responsibility for the program won't be accepted and progrmas will flounder and fail.

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6. Community Organizations - In addition to developing these programs for 4-H members, we felt it was necessary to make this valuable information available to non-4-H teams who must face the same pressures and concerns. The most efficient way to accomplish this is by working in cooperation with various community organizations and agencies. An example of these might include: Big Buddy Programs, Working with the handicapped, PRO (People Reaching Out), and a drug crisis and information center.

We are aware that some programs do exist and delegates expressed the frustration over not being made aware of them. This is why our group wanted to make it expressly known that the information needs to be networked more effectively. This includes getting the program ideas and resources developed out to every state and getting the material from the state offices down to the counties and local areas where they can aid the members in developing necessary coping and communicating skills.

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Group 3 Attracting, Utilizing 4-H Alumni

I. Need Forty million 4-H alumni are living in the United States. "4-H Alumnus" is any individual who was previously involved in the 4-H Program. These people can be utilized in many areas because they have had experience with 4-H and are familiar with the program. Most alumni have at one time specialized in a specific field. Alumni can be used as an integral part of the 4-H program on all levels. In formal and informal surveys, they have expressed a willingness to help with today's 4-H Program. These people are a tremendous human resource that can and should be used.

The first step in developing an alumni volunteer program is recognizing needs within the 4-H system. Although we recognize that different states have different needs, we feel that there are certain criteria to determine the appropriateness of involving alumni to meet these needs:

1. Does the task have genuine significance?
2. Will it promote better service?
3. Will it relieve staff of non-professional duties?
4. Will it supplement staff jobs but not replace them?
5. Will it demand work that is appropriate for volunteers to perform?
6. Will it yield satisfaction to the volunteer workers?

II. Current Situation Based on preconference research performed by the consulting group, we have divided potential alumni into two groups: recent 4-H graduates and "adults".

Across the country, 4-H collegiate groups are capable of performing the following duties and roles:

1. Speakers Bureau
2. Publicity Organization
3. Campus and Conference Assistance
4. Summer Volunteer Program Interns
5. Counselors for Events, Gatherings
6. Judging and Interviews
7. Conducting Workshops
8. Project Development
9. State Advisory
10. Collegiate, alumni, Leader Recruitment
11. Fundraising Efforts
12. State Newsletter

Continuing all-star groups can also be used for the same duties and roles. However, in some states "all stars" are current 4-H members.

4-H Ambassadors can be used to solicit donations, although the roles appear to vary in each state.

IFYE alumni can share their international experiences, serve as host families and also recruit exchange students and hosts. They could organize special activities for IFYES in the United States as well as raising money for IFYE sponsorships. Another worthwhile effort would be training for host families and delegates as well as organizing a quarterly club and/or activity.

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Recent 4-H graduates can get involved in county groups, boards and committees. In this role they can assist in:

1. 4-H promotion
2. Personal contact with donors/fundraising
3. Fair exhibitions

Although alumni may not be able to devote extensive time to 4-H on a regular basis, they can serve as resource leaders and can:

1. Conduct workshops
2. Serve as interns
3. Serve as project advisors
4. Assist with or be consultants for record books
5. Give action and visual presentations

Interested adults and parents (alumni) who wish to work more on a local level can serve as volunteers in the following roles:

1. Project leaders
2. Organizational leaders
3. Members of advisory or county councils
4. Chaperones (depending on delegates)
5. Camp leaders
6. Record Book Advisors
7. County newsletters and public relations work
8. Other roles similar to collegiate duties

Extension staff expressed concern about the proposal of an alumni association because if it would be run under Extension guidance, it would increase an already heavy workload. Therefore, we propose a self-governed alumni association which would exist at county and state levels and, if it flourishes, possibly on a national level with national officers. Guidelines for these organizations would be established by the Cooperative Extension Service. Such an association could perform many services for 4-H, including:

1. Organization and execution of state and inter-state exchange tours
2. Providing refreshments
3. State level work
4. Sponsoring recognition for junior high-aged members.
5. State alumni awards
6. County volunteer recognition
7. Sponsor youth & adults to events and activities
8. Sponsor volunteer events
9. Speakers bureau

Adult alumni are experienced citizens who have much to offer. If approached honestly and eased gently into the program, both members and adult leaders will benefit from the positive results.

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Adults are involved in the 4-H Program through the following roles:

1. Adult Volunteer Leaders
2. Resource People
3. Advisory Committees
4. County Councils
5. Master 4-H'ers
6. Alumni Associations
7. State Leader Council or Organizations
8. All Stars (adult)
9. County and State Foundations

Some specific adult duties are listed below. The adult roles include all of those listed under recent graduates. Often older adults can more effectively fulfill some of the following roles:

1. Lobbying
2. Counseling
3. Fundraising (planning and policy)
4. Orientation for 4-H members Public Relations Programs
5. Help graduates understand career opportunities in Extension
6. Short term volunteer jobs and office support

III. Problems, Recommended Solutions and Implementation

With the variety of roles available to 4-H alumni and the need for Extension/4-H volunteers, you would assume that alumni involvement nationwide would be much greater. In addressing this issue, the group identified a number of problems that hinder full involvement of alumni in the 4-H Program. In examining these problems individually and drawing on group members' experiences with alumni, the "Attracting and Utilizing 4-H Alumni" group recommends the following solutions and identified at what level these solutions should be implemented.
(Key: L - Club (local), C - County, S - State, N - National

-- Note key level in parenthesis --

Problem - Alumni and their interests have not been identified and located.

Recommended Solutions:

* Mass media (advertisements to obtain alumni names and addresses) (C&S&N)
* Create a National Clearing House for Alumni (Ex. Toll Free Number) (N)
* Interview past & present 4-H leaders to find names & addresses (L&C)
* Check past 4-H enrollment records for names (C)
* Review old 4-H newspaper articles for names (L&C)
* Review old club membership records & scrapbooks for names (C)
* Check past 4-H trip winners in Extension Offices (C&S)
* Interview past Extension Staff for names (C)
* Sign-up book at 4-H events for alumni names & addresses (L&C&S)
* Distribute alumni response cards at non-4-H events (L&C&S)
* Hold a 4-H day (picnic, banquet) gathering of and sign up alumni (C&S)

Problem - Alumni are not motivated to become involved in 4-H

Recommended Solutions:

* 4-H members ask alumni for involvement (L&C)

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* Organize and train alumni search team (C&S)
* Hold alumni banquet with motivational speakers (C&S)
* Invite alumni to 4-H functions (L&C)
* Involve alumni in short term 4-H projects (L&C)
* Hold alumni reunion (involve 4-H'ers) (L&C&S)
* Sponsor alumni to major 4-H events (C&S)
* Report alumni accomplishments in newsletter (C&S)
* Orient 4-H graduates regarding alumni opportunities (C)
  An orientation workshop for all senior 4-H'ers on ways to stay involved in and contribute to 4-H.

Problem - Alumni are not familiar with the volunteer roles in 4-H

Recommended solutions:

* Alumni newsletter regarding 4-H volunteer needs (C&S)
* Distribute 4-H calendar to alumni (C)
* Invite alumni to 4-H functions (L&C)
* Create volunteer job descriptions (including time required)
* Develop program for parents at 4-H functions (L&C)
* Orient 4-H graduates regarding alumni opportunities

Problem - Alumni need training for volunteer roles

Recommended solutions:

* Provide leaders with necessary training (L&C&S)
* Invite alumni to 4-H functions (L&C)
* Involve alumni in assistant leader roles (L&C)

Problem - Extension is not fully aware of the potential of 4-H alumni.

Recommended solutions:

* Educate staff regarding use of alumni (S&N)
* Provide list of alumni to staff (C)
* Establish human resource bank (C&S)
* Identify roles which collegiate alumni might fill (S)

Problem - Funds are not available for alumni activities

Recommended solutions:

* Obtain a start-up grant from State 4-H Foundation (S)
* Establish alumni organization and collect dues (S&C)
* Conduct fund-raising activities (C&S)

Problem - It is inconvenient for alumni to become involved in 4-H

Recommended solutions:

* Coordinate 4-H activities with school & community activities (L&S)
* Use car pools for 4-H activities (L&S)

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* Involve alumni in short term projects (L&C)
* Provide assistance with travel costs (C&S)
* Involve alumni in activities and training near their home (C&S)

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Group 4 4-H and the Family: New Day-New Way?

1. Need The 1980 census proves there is a changing trend in the structure of America's family unit from "traditional" to "non-traditional" families. Presently, in 65 percent of all families with children of 4-H age, both parents work; one out of five families are headed by a single parent. This change in family structure necessitates changes in the 4-H program to accommodate the needs of changing families. As a result, the "4-H and the Family" consulting group recommends the needs of this population be recognized and addressed by the 4-H program. These needs include: family and community education, awareness and sensitivity, and removal of conscious and unconscious barriers to 4-H participation.

Current Situation

1. "Survival Skills for Kids"--training for Latch-key children on survival skills such as fire safety, how to handle strangers at the door or on the telephone, the usejof kitchen equipment, and nutritional snacks. (Virginia)

2. "Divorce to Recovery"--program designed for children from broken homes. It covers stages of divorce and how to cope. (Georgia)

3. "Goodbye Childhood, Hello Adulthood"--program for 9-12th graders about facing adulthood, family relations, and coping in today's peer pressure oriented society. (Georgia and Texas)

4. "Lollipops and Sunshine"--newsletter published for children of working parents. (Iowa)

5. "Chatters"--telephone reassurance program. (Texas)

6. Programs for "Parents without Partners."

7. Youth retreats--a program for 6th graders who come from divorced homes. (Texas)

8. "U-Too program"--parent acts as leader for their child. (Pennsylvania)

Recommendations

I. Those associated with 4-H need to be aware that non-traditional families exist and may have specific needs that prevent them from participating in 4-H.

II. Removal of barriers prohibiting youth of non-traditional families from becoming involved in 4-H.

   A. Examples of barriers include: transportation, money, meeting location, project materials and/or requirements, rules . . .

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B. Possible ways to alleviate

1. Recognition of barriers at county and club level through education.

2. Expand/improve upon existing recruitment programs to reach all youth.

   a. recognizing youngsters in need.

   b. go through agencies/groups such as Dept. of Social and Health Services, Parents without Partners and churches.

3. Educate/sensitize members, parents, leaders and Extension staff on means to recognize and alleviate barriers.

4. Appropriate action to be taken at club and county levels.

III. Family and Community Education is necessary to improve the participation of non-traditional families in the 4-H program.

A. 4-H should include projects.programs to enhance the family life of both traditional and non-traditional families through the learning of life skills. Projects could include:

1. Survival skills

2. Time management

3. Money management

B. Continuous community education about 4-H youth/family opportunities for traditional and non-traditional families is necessary for 4-H program success and growth.

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Group 5 Intercultural 4-H Programs

The theme of this consulting group focused on 4-H participation with the 1985 International Youth Year (IYY). The General Assembly of the United Nations has resolved that 1985 be the International Youth Year, and include: (1) participation; (2) development; and (3) peace. The year will be a landmark in the process of focusing international, national and community attention to the situation of young people.

In the year 2000 the youth population will have grown to an astounding 1,180 million. The United Nation's declaration of IYY focuses full attention to the role of young people in the world today and their demands on the world tomorrow.

4-H, as the largest youth organization in the world, should take advantage of this opportunity by taking a leadership role in the 1985 IYY. With this idea in mind, the consulting group first reviewed what Rob Henderson, Executive Secretary of the Year of the Youth presented on IYY. Henderson identified the three major goals of IYY as stated above (participation, development, and peace.) He then made challenges in four areas that youth organizations could focus. These include:

1. Increase the civic knowledge on democracy.

2. Highlight activities which help achieve full utilization of society's human resources.

3. Develop in the U.S. among American youth a cross-cultural understanding of the IYY program.

4. Raise U.S. awareness of IYY (and the three goals.)

We then began discussing youth needs on an international level. These included: security, loneliness, knowledge, responsibility, education (or higher training), and belongingness. Mr. Lou, Chairman of Economic Affairs, spoke on the needs of the youth in Taiwan. The needs closely corresponded with our list. David Freed of Canada felt the youth of his country had similar needs. Dora Anders, a native of Switzerland, divided the needs of youth into two areas: those of Eastern European youth and those of Western European youth. She cited youth concerns in Eastern Europe as follows: need for more news, broader education, right to travel freely, to choose profession they want, and to participate more in government.

Anders cited youth concerns in Western Europe as follows: need to participate in government efforts, to not be stereotyped, for youth crisis center, and protection of the countryside.

Our group then looked at the needs of youth in the U.S. and divided them as follows:

A. Social Concerns

1. Teen pregnancy
2. Drug abuse and alcohol abuse
3. Runaways
4. Suicide

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5. Discrimination
6. Segregation
7. Belongingness

B. Future

1. Job market
2. Education
3. Careers
4. Technology and resources

C. Political

1. Military concerns
2. Knowledge of government

Panel members from youth-related organizations talked with us about their organizations and possible ways they might focus on IYY. This was to give us ideas on how to relate 4-H with IYY and its focus. Nikki Vanasse of the Peace Corps Partnership Program stressed agricultural needs as their focus. Ken Brance of UNICEF stressed health needs for theirs. Dick Fletcher from Partners of the Americas stressed socio-economic problems, including: (1) opportunities for training and education; (2) information and international contacts/experiences; and (3) leadership training. Steve Boruchowitz from the Office of International Cooperation and Development of the USDA (OICD/USDA) stressed educational needs. Ed Bishop of the IFYE Association of the USA gave an overview of existing 4-H programs. John Anderson of the Foster Parent's Plan stressed education needs, health needs, and self-help projects.

After these talks, we got into discussion groups and tried to come up with ways 4-H could focus in on IYY at every level. This is what we came up with for recommendations.

Recommendations

At the national level the consulting group made eight recommendations. The first two recommendations concerned the International 4-H youth exchange (IFYE) and the Citizenship World Focus. It was felt that each of these programs should be more widely publicized, especially the Citizenship World Focus because it is only in its second year. It is open to 4-H members, leaders, IFYE's, and other interested parties who are over 15 and is held twice a year at the National 4-H Center.

A printed resource list of existing organizations and programs and organizations working with intercultural relations should be compiled and be made available to all States for their use. Another similar resource suggested was a packet of information titled, "Christmas Around the World," which consists of descriptions of various ways of celegrating Christmas. These could be used to educate youth on other cultures in a fun manner.

A 4-H/IYY tree planting project would consist of planting trees around the United States as well as shipping trees to other countries for planting in honor of 4-H and IYY.

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To increase the level of involvement a nationwide advertising campaign consistin of bumper stickers and balloons. These would display a theme which would come from a natinonal poster contest. The poster contest would be run down through all the levels. After the poster winner is chosen from the applicants the States should get the ballons and bumper stickers using the winner's theme.

The final proposal to be implemented at the national level is an International week. The week would be divided with each of the 7 days honoring a different continent.

There were numerous projects suggested for the State level. It was suggested that individual States set up a traveling troupe and display of cultural information to move throughout the States introducing others to new cultures.

A run for youth marathon was suggested to raise money for the other programs to be implemented. Some of this money could be used to set up a sister club program. This program is one where a club has a direct connection with a club in another nation. Also at the State level conferences and fairs with international themes were discussed.

Information distribution was another important consideration at the State level. The information the offices receive needs to be distributed to more areas and people.

It was felt that the States should sponsor an IFYE delegate to go to a foreign country or to host someone from a different country to come to their State. This would give the State a valuable resource for future use and could stimulate greater involvement.

Information distribution has to be one of the most important functions of the counties, districts and divisions. This is the level where multi-media presentation, exhibits, newsletters, poster contests, international days, radio and television can be extremely effective.

A worthwhile project for a county would be to adapt a child through the Foster Parents Program. If they would rather spend less money and have more personal contact with the person the county could host a guest through some other existing program.

Fund raisers are also manageable at the county levels. They could be run in conjunction with other charitable groups, churches, businesses, schools and industries. The money could be donated to any organization that benefits youth in the world. Campaigns for sponsors could also be initiated at the county level.

Youth who excel in international relations should be honored at the county level. A fitting setting for present awards would be an international dinner with foreign entertainment.

The lowest level of involvement is the club and it is where many of the projects must originate. One of the most feasible and effective ways of introducing different cultures is with speakers and demonstrations. Some possible sources of speakers are peace corps, IFYE, churches, civic organizations, and exchange students.

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Holiday celebrations at the club level can take an interesting flavor with foreign foods, games, and traditions. For such a meeting a club might want to sponsor a guest for the evening and make their holiday a little better.

A project called "toot your roots" would given members a chance to research their ancestry and relate it to foreign cultures. This would promote a feeling of belongingness to another culture. A culture kit could be made containing some of the dominant tracts of our culture and be traded with a club in another country (through the sister club project.)

Many projects in our country originated from other countries. An interesting activity would be to research the history of a project. To see the differences in cultural effects on projects clubs could compare the projects with the same projects in another country.

A final suggestion to improve the level of information about other cultures and ways which we can promote IYY is to tour ethnic businesses or groups in the community. This way the members would learn more and the public would be aware of youth's concern with international information.

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Group 6 Strengthening and Expanding 4-H in Urban Areas

Need Statement

There is a need to provide youth in urban environments with the opportunity to participate in the total 4-H Program since ninety-four percent of all Americans live in urban areas.

The needs and interests of America's youth, especially those in an urban setting, are very complex because of population changes and a rapidly changing society. 4-H activities, events and projects are important supplemental and supportive educational programs for all interested youth, because they may provide challenges to strengthen life skills and to set career goals. Therefore, 4-H must offer all youth, especially those in an urban environment, with the opportunities needed for meaningful short and long term 4-H experiences.

Current Situations

In order to fully comprehend the current situation of 4-H in urban areas, the 1983 National 4-H Conference Consulting Group "Expanding and Strengthening 4-H in Urban Areas", visited the 4-H Program in Baltimore, Maryland. As a part of our visit and investigation, our group had an opportunity to visit with volunteer leaders, 4-H teens, and a professional Extension Staff. Our findings in Baltimore which appear to be typical of other urban programs across America were:

- Most clubs are special interest groups dealing with projects like food, nutrition, gardening and crafts that can be carried out in their area.
- Most parents do not have time to spend with their children.
- Many Extension offices are understaffed.
- People do not know what 4-H can offer; nor do they know about programs that are given because of the poor public relations.
- Funding is not stabilized.
- Strong volunteer leaders strengthen the 4-H Program

Recommendations

After considering the present situation in the urban 4-H programs, our group came up with these recommendations:

- Extension agencies should conduct research to study the needs of their urban area.
- More emphasis should be placed on education instead of competition.
- Emphasize on present issues such as high technology and computer education.
- More enthused and motivated Extension Staffs.

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- Strive to improve communication education skills.
- Improve teamwork among Extension Staff to build up communication and cooperation of urban progress.
- Increase special programs that expose urban youth to new experiences.
- Collaborate efforts among other agencies and organizations.
- Program administration to treat all modes of 4-H programming equally.
- Continue contact with short term 4-H participants.

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Group 7 Record Keeping and Awards in 4-H

Awards and record books are important for:

Recognition: Awards

- motivation
- reinforcement of 4-H Program
- helps build self-confidence
- personal pride
- public relations for 4-H

Record Books

- growth
- goals
- achievement
- teach record keeping skills
- learn time management
- financial records
- information for future use
- shows change and progress
- "a mirror to reflect your progress, and a window to clarify learning, and a telescope to set new goals"

Current Situation

Comprehensive List

Medals: (type of award, who is eligible, at what level)
- junior and senior leader - eligible at every level
- record book - county level medals
- county fair medals - county and state - everyone
- judging medals - all eligible - county
- member pins - all eligible - local
- key club award - top 4-H'ers - county level - charm & tie clip
- best first year 4-H member - county - patches
- most improved member - county
- best club award - county level
- enrollment competition - savings bond - between clubs
- stars awards ranking system - all levels

Trips:
- camp trip - all eligible - county level - scholarships to camp
- trip to National 4-H Congress
- Trip to National 4-H Conference
- cultural exchanges between states
- international trips
- county traveling trips
- American Royal - 5 states in region
- Alumni National 4-H Scholarship
- National Institute of Cooperative Extension

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Scholarships:

- educational scholarships (county, regional, state) 253 given nationally
- leisure education scholarships (camp)
- leaders travel scholarships

Miscellaneous:

- publication - name in papers - local
- give patches instead of medals
- congeniality award - not the top notch person - county and state
- teen star - senior doing outstanding work - pin (state)
- Hall of Fame - in 4-H State Center
- leaders pins - for years of service (county, state, regional)
- continuing junior award - to keep teens in
- outstanding 4-H family of the year
- Governor's Award - former state winners to keep them in - state

Group 7 dealt with the role of Awards and REcordkeeping in the 4-H Program. Our discussion was lively and has resulted in two sets of recommendations, one in the area of awards and recognition and the second in the area of record-keeping. The following areas are prioritized.

Recommendations - Awards and Recognition

1. National 4-H award support be expanded and equalized for all presently funded project areas.

2. National projects and recognition programs be explored in the areas of computer science, music, arts and crafts, aerospace, and shooting sports.

3. Those states not filling trip allocations to National 4-H Congress in any project area will forfeit that trip for that year. the forfeited trips should be reallocated to states with the highest 4-H enrollment in that project area.

4. Establish scholarships for senior 4-H youth in new designated project areas as well as expand scholarships in existing project areas. The amount of current scholarships is adequate at $1,000.

5. The organization of regional and/or national contests, events or activities. Examples of high priority need are:

   Home Economics Judging Contests
   Public Speaking Contests
   Conferences for Outstanding Teen Leaders

6. The National 4-H organization approve an official 4-H garment to be worn by 4-H member. We feel that by the use of a national garment, 4-H visibility would be increased and 4-H members will have a suitable place to display medals. Purchase of garment is optional. (Examples - jacket, vest, sweater, blazer)

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7. Concept of Conference (face to face/interview) Judging be encouraged with county fairs. (Danish recognition system is also advisable with this type of judging.)

8. The purpose of all awards and guidelines for selection needs to be clarified and readily available for members and others working with 4-H at all levels.

9. Promote ways to recognize and expand opportunities for junior and intermediate 4-H members including more county and state trips.

10. Allocations of county medals be based on the percentage of enrollment within each project, assuring a minimum of at least one county medal per project, per county.

11. Yearly membership pin or other displayable items be distributed by the local and/or county organization each year to every 4-H member to encourage continued 4-H participation. (no certificates)

Recommendations - Record Keeping

1. Specific suggestions for the revision of the National Report Form as follows:

   * Begin form with statement--the information given in this report reflects the actual work of the participant. The report should be presented in legible form typed or printed in black ink.
   * Outline for 4-H story--indicate that it is a suggestion only.
   * Statement related to "Do Not Add Additional Pages" should only be stated once.
   * The sub-sections of Part I need to be brought into concurrent page form, not split to two pages.
   * Consistency between Part I and II on use of levels.
   * Instructions in Sections I.D. and II.C. should remove the "and" and add "etc." to not limit methods.
   * More space needed for Section V.

2. Helpful hints booklet for completion of National Report Form needs revision with following suggestions:

   * Use larger print
   * Better examples (without repetition) in outline form
   * Emphasis on need for prioritization
   * Information on type and use of pictures
   * Explanation on meaning of size and scope
   * Specific instructions on how to complete record forms in areas of leadership, citizenship and achievement
   * Explanation of how to use charts and graphs

3. County and State Project Record Forms should be standardized to correspond with information requested on National Report Form.

4. Wherever possible, recommend that interviews in combination with written record is most desirable method for selecting winners.

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Group 8 Leadership/Teaching Roles in 4-H

Middle Management - Key Leader

The middle management-key leader position is important in strengthening the 4-H Program in both quality and quantity. This will enable salaried extension staff to direct more attention to program management rather than direct program execution. Middle managers-key leaders will have the opportunity to utilize their skills in youth development and self-fulfillment.

Situation

The statement that follows is the concensus of Group 8 Leadership/Teaching Roles in 4-H concerning the present situation of volunteer leaders in middle management positions. Presently, the working methods are: advisory councils, active teens, resources including Extension offices, leaders, school and public libraries; teens, and parent retreats and forums. However, there is only partial awareness of the advantages of the middle management system. Also, acceptance and support of the middle managers are needed by staff and fellow leaders. Besides problems in methods and awareness, enrollment and participation by teens are necessary ingredients in the success of the Program. Involvement of teens could improve the lack on enrollment of this age group if the communications and activities were upgraded. Community resources are not being used to their fullest advantage, but could be through the Middle Management Program. We have the resources and people, now we must implement the idea.

Recommendations

1. Compile a list of resources useful in middle management such as:

    a. resource personnel
    b. business leaders
    c. publications
    d. audio-visual materials

2. Use the key leader information prepared by John Sterling, formerly of New York and State 4-H Leader of Massachusetts; (title) "Thirteen Steps for Selecting a Key County 4-H Leader and Trainee Guidelines".

3. Provide more opportunities for teens to serve in middle management roles to serve certain needed roles in 4-H and stimulate continuing participation in 4-H by teens.

    a. Suggest functions for teens

        (1) Help plan, organize, implement club, county and state acticities.

    b. Advocates for 4-H Program with community and governmental leadership.
    c. Promotion of 4-H such as school promotion, radio, TV, preparation of publications.
    d. To serve as advisory members at county, district and state level.
    e. For additional jobs and functions see "South Carolina 4-H Teen Leadership" available from State 4-H office.

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4. Provide personal growth opportunities for individuals serving middle management roles in 4-H.

5. Consider policies for reimbursement for volunteers for out-of-pocket expenses for middle management personnel.

6. Establish more middle management positions in 4-H to allow Extension Staff more time to manage programs.

7. To utilize the talents of special audiences such as senior citizens and handicapped individuals in middle management to involve them in 4-H.

8. Establish a system of middle management at county level to provide leadership for functions such as:

   a. publicity/public relations
   b. advocacy
   c. resource development
   d. volunteer recruitment
   3. events and activities

9. To train middle managers in the philosophy of 4-H; nature of 4-H Program in how to work with youth as well as their own area of specialization.

10. Provide training for County Extension Staff with 4-H responsibility in management to enable them to develop and work with a large system of volunteers, including middle managers. Management skills needed are in areas such as planning, organizing, securing resources, supervising (including motivation), and controling (evaluating) and implementing these with and through other people.

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Group 9 4-H Camping

4-H camping is important because it:

1. Contributes to the human development of the individual

   A. Self-confidence
   B. Leadership/responsibility
   C. Fellowship
   D. Independence
   E. Health (mental/physical)

2. Is a fun, learning experience

   A. Educational programs
   B. Sportsmanship
   C. Awareness of Environment

3. Serves as a means of public relations and recruitment for the overall 4-H program.

4. Has an impact on society

   A. Citizenship training
   B. Confronts social issues

5. Further develops a feeling of unity

Current Situations

It's apparent that 4-H camping varies greatly from State-to-State. Current situations affect these differences as well as the proximity of the camps.

Technology on the whole is causing a trend toward more specialized camps as a preference. Traditional 4-H vaues, though, certainly have kept the importance of environment in mind. The importance of national resources, the value of the environment around us, and the arrival of more "trip" or "travel" camps are examples of this.

Education has, and always will be, an important part of the 4-H camp curriculum. Personal growth and development for campers is especially important and is stressed in camp. Tradition is also important in the camp world, for it is one of the elements that set us apart from other camps (ex. Boy Scouts). Unfortunately on the whole, it is apparent that enrollment in 4-H camps throughout the country is declining. Non-4-H'ers are becoming a large percentage of camp enrollment in 4-H camps. Reasons for this may be the fact that these are co-ed camps, while incorporating recreation competition and cooperation in a fun and learning environment.

4-H hasn't stressed teen camp to the degree we feel it should be, but we hope the new National 4-H Camping Handbook being developed will help alleviate this problem. This consulting group has had an opportunity to contribute to this handbook, which we hope will help spread ideas and education in 4-H camp nationally.

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RECOMMENDATIONS

A. Teens

1. Redefine and update meaning of teen camping (All)
2. General teen camp in all States (S,N)
3. Age, school activities, job, should be considered for planning length and season (C,S)

B. Marketing

1. 4-H promotes camp -- camp promotes 4-H (All)
2. Use T.V., radio and other media for P.R. (All)
3. Establish and uphold a positive 4-H image (All)

C. Programming

1. Promote interstate and international exchanges between camps for fresh ideas (S N)
2. Emphasize and expand natural resource education (All)
3. Emphasize camping as part of total 4-H picture (All)
4. Address world problems related to changing trends of today (C,S)
5. Stress individualism (C,S)
6. Citizenship development (C,S)
7. Family involvement (All)
8. Include heritage--cultural programs--authenticity (S,C)
9. Counselor training--communication awareness and special needs of campers (All)

D. Communications

1. Develop links between counselors and staff (C,S)
2. County, area, State Extension staffs and counselors (C,S)
3. Camp evaluation by 4-H'ers (improvement ideas) (C,S)
4. Extension staff visiting camps (C,S)

E. Financial Assistance

1. Encourage camper attendance (C,S,N)
2. Maintenance for camps (All)
3. Send thank you's to cooperations and donors for their sponsorships (All)

F. Additional

We suggest video taping skits for P.R. and 4-H camp and enrollment promotion.

C=County S=State N=National

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Group 10 Ambassadors for 4-H

Why are Ambassadors Important?--An ambassador is an official envoy, an authorized or unauthorized representative of the 4-H program. Ambassadors are necessary and important on every level of 4-H, including the international level.

An ambassador on the local level is the most important because it encourages community participation in 4-H. If people know what the 4-H program in their area does, and how kids benefit from it, they are more likely to become involved as 4-H'ers, volunteers, and donors. By speaking to county officials ambassadors can generate funding for 4-H on the local level. On the State level, Ambassadors can create unity among the different areas of the State by familiarizing each with the programs, ideas, and problems of the others. They can broaden the image of the 4-H program, and encourage sponsorship of projects and programs. By speaking to public officials and large corporations, ambassadors can generate funding on the State level.

On the national level, ambassadors help communicate the 4-H story to society, help gain new participation from everyone including donors, and aid in the unification of different States. They also help broaden the image. An ambassador on the international level, ideas can be exchanged world-wide, and thus be capable to continue making the best better.

In summary, you can conclude that an ambassador can play a very important role, on all levels of the program. Especially today, when dollars are less and donors are fewer.

An 4-H ambassador, as defined by our group, is a self-motivated enthusiastic leader who promotes 4-H using the skill, knowledge, and leadership abilities acquired in 4-H with member, area residents, community leaders, elected officials, and non 4-H youth. A 4-H ambassador serves to strengthen the 4-H program through public relations.

Current Situation

1. General Trends

   --Most States see a need for an ambassador public relations program.
   --Many have implemented the ambassador program.
   --If they haven't, they are planning to begin one.
   --Generally supported by youth

   - o Seen by youth as a need.
   - o Enjoy doing ambassador work.

2. Goals--To promote 4-H to 4-H to non-4-H audiences.

   --Use all available and effective media forms.
   --Be a role-model for younger 4-H'ers.
   --To gain life skills through the promoting of 4-H.

3. Name -- Ambassadors, State Council Ambassador, Awareness Team, etc.

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4. Members

--Varies from State council, officers, executive board, State and national award winners, specially selected minutes.

A. Number--varies from State-to-State.

B. Selection Process--variety of methods

--interviews, elections, applications, record books, etc.

5. Training

--Varies from workshops, on the job, observation

--Trained by former ambassadors, 4-H staff, business people, politicians, professional public speakers.

6. Leadership

--Executive board officers, staff, themselves.

7. Funding

--Combination of private and Federal donors.

8. Major Activities

--Fund raising; recruiting members; visiting schools; conduct workshops, conferences and training, visit government legislators

9. Analysis of present situation

--Each State sees a need for an ambassador program.
--Sees basic format, goals, methods
--Must identify own audience and use the media techniques best suited to reach that audience.
--Adapt to own particular situation, needs and audience.
--Result is many different programs with many similarities.

Recommendations

Implement an ambassador program in every State at State, district, and/or county level and define the roles and functions of the group. Each group should be responsible for defining its prupose. It is a recommendation of this consulting group that each State's ambassador program adopt the name of, "(State name) 4-H Ambassadors."

Each State should institute an orientation/training session for ambassadors. This session should include a detailed leadership training (such as the Dale Carnege Leadership Course), instruction on media usage, development of public relations, instruction on how to seek government and donor support, and an overview of the 4-H program and structure. Training should be conducted by former ambassadors, State 4-H staff, and communication experts.

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The State needs to set specific goals and objectives for each program year to meet the needs of the 4-H program within the State. This report should include what the group plans to achieve and an organized plan of action.

States should compile a history of their ambassador program and the achievement of each group. This report should serve as a guideline and evaluation of current programs. Future programs should be designed according to the results.

The ambassadors should work as a liaison between present 4-H'ers, volunteer leaders, collegiate 4-H'ers, alumni, and the foundation.

This is the story of four people -- Everybody, Somebody, Anybody and Nobody

There was an important job to be done, and Everybody was asked to do it. Everybody was sure that Somebody would do it. Somebody got angry about that, because it was Everybody's job. Everybody thought that Anybody could do it, and Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody--when actually Nobody blamed Anybody. Does this sound familiar to Anybody?

REPORTS OF DISCUSSION GROUPS ON GENERAL 4-H ISSUES

4-H PROGRAMS WORKING WITH OTHER AGENCIES

Forming a network with other agencies has the following advantages: boosting sagging enrollments, providing new programs due to more ideas and more resources, providing training for leaders, and sharing materials.

Therefore, the discussion group made the following recommendations:

--Guidelines and suggestions should be made to form networks between youth organizations at a local level. (There is presently a National Collaborative Group and some State groups.)

--A catalogue of information including goals, objectives, and project areas of each organization in the network should be formulated.

--Resource Fairs would also help to let other groups know what each group's strengths are.

--Each group should support and respect the other groups.

--In addition, the 4-H program should interact with social services and businesses to increase the awareness of 4-H and to work with them as a resource.

--Groups should work together to meet the current needs of the youth.

NEW PROGRAMS IN 4-H

The following are paraphrases of ideas that were discussed in our group.

--There are two new national 4-H programs in Plant and Soil Science, and Wildlife and Fisheries.

--A new scholarship program for those in Dairy Goats has been developed.

--Ideas from about 10 States were presented by individual representatives.

--Ideas from these representatives ranged from projects like clowning and rocketry to teen stress workshops.

--Hope Daugherty mentioned that Florida has written a proposal for an extensive health program called Well-Health.

--Linda Moody, Florida Health Project Director, is credited with beginning a Teen Health Risk Profile which has greatly increased much needed health counseling for teens.

--The Center for Disease Control in Atlanta used the Teen Risk Profile data for studies in Longevity.

--The Virgin Islands' representative stated that his 4-H members receive a chance to participate in "careers" to enhance their current 4-H projects. It was an apprentice type program.

--California has initiated a project that includes everything from resume writing to properly answering questions at job interviews.

--Also discussed where the steps to getting a new project developed:

1. Suggest it to your club leader.
2. Take refined suggestions to your agent.
3. Have your agent discuss the project with other agents.
4. Have your State 4-H leader propose it to a State sub-committee.

--We recognized the fact that many companies have quit sponsorship of many 4-H awards. Reasons were given:

1. Policy of company.
2. Some go in cycles (3-5 years, then quit).

--"Thank you" notes were STRESSED for the continued success of company sponsorship.

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--It was noted, however, that 4-H sponsorship by companies is one of the last things they are willing to cut.

--Hope Daugherty said the future of 4-H will be to "be able to do more with less."

--It was mentioned that it takes 7 years for a school to initiate a program, while 4-H can do so in 4 or less.

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PRE-TEENS IN 4-H

Main problem is that kids are dropping out of the club at the 12-14 age level. How do we keep these 4-H'ers in the club and enthusiastic about being a member? A general discussion of the different States present was used and the results are as follows:

The three main areas of interest were:

A -- Projects
B -- Leadership
C -- Competition

A. PROJECT AREAS

--Projects for the junior members (ages 9-12) are geared toward the 9 year old and don't have a real growth for the older member in that group.

--Create more awards for their specific age group in specific project areas.

--The projects aren't keeping up with the studies the 4-H'ers have in school. The projects bore them--create new technological and advanced type projects.

--Have clubs strictly for juniors: split them from the senior group, but have a few interacting activities.

--Have them develop a strength in one project area and then have them in turn help the younger members (9-12 age group).

B. LEADERSHIP

--More large organized programs by senior members for these junior members.

--Give them more responsibility and input at county, district, and State level.

--Ambassador clubs help teach projects and also help county and district Extension staff.

--Have a training program to orient them more to the County Council board activities and responsibilities.

--CAPS (Citizenship Action Provides Strength) -- a one night stay away from home where they learn about citizenship and leadership as well as have fun.

--Give teen leaders and junior leaders: teens (16-19), juniors (13-16).

--Hold a State teen leader conference with the State officers and Ambassadors teaching the younger members.

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--Give responsibility to the 4-H'er when he is ready for it--not based on age.

--Take younger kids with you when you go to sponsors such as the Rotary.

--Give the younger members the opportunity to know what they can look forward to in the way of programs.

--Give the younger 4-H'er a definite definition of what 4-H is and what it can do for you.

--Younger members help plan their own conferences.

C. COMPETITION

--Have sessions on peer pressure since this enhances most of competition.

--Monotonous to compete in junior division when you're 12 and 13 years old: have an intermediate level for them--these go to area and if they win they compete at State or as a senior in districts.

GENERAL IDEAS

--Have an older 4-H'er adopt a junior and help at least that one specific member.

--Show State slide show of the Conference/Congress and explain why you went, how you went, and how you got to go also. (Audio-visual presentations.)

--If a school club that needs more involvement try using:

1. More outside activities.

2. Meetings after school (directly).

3. Monthly county activity at least.

The comparisons of the various States were very drastic, but informative as listening to other's programs gave each of us suggestions to use in our clubs. We all agreed that there definitely had to be a distinction between the pre-teen and teen and treat them different also. They may not necessarily need more attention, but they need the trust of the leaders as helpers and encouragement from others.

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STRENGTHENING THE ORGANIZED CLUB

This group felt that the organized club issue is an important concern and should be discussed more locally. We have the following ideas on the subject:

I. Strengths of the Organized Club

A. Create working relationship in which you can reach common goals.
B. Teaches basis of democratic system.
C. Promotes involvement.
D. Learn social skills.
E. Get support from others.
F. Learn to cooperate.
G. Self-development.
H. Develop leadership potential.
I. Provides opportunities.
J. Interaction witn others.

II. Weaknesses of the Organized Club

A. Lack of leaders.
B. Don't reach as many people as possible.
C. Not enough materials.
D. Leaders don't get enough support.
E. Time consuming.

We submit the following recommendations relating to the issue of strengthening the organized club:

1. Provide leadership for volunteers and specialists.
2. Emphasize long-term goals.
3. Work toward keeping support and interest throughout the year.
4. Need training programs for organizational leaders.
5. Establish program that would be continuous.
6. Allow anyone to join the organized club--don't limit a person's chance to join because of rules and regulations.

We endorse this statement from Extension in the '80's:

4-H should strengthen its focus on community clubs and activities that provide continuing reinforcement of educational experiences over extended periods of time as opposed to single, unrelated activities.

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CAREERS

The discussion group on careers all expressed an concern in careers. The concern about careers is a very important issue to the 4-H youth of today. his importance is due to the fact that on the average the American worker has about six careers in their lifetime. This point was brought out in the keynote address by Dr. Schmieder on Saturday night. Due to the large number of careers the average person has, and the tremendous number of career opportunities today, the youth of today are reaching out for help in deciding what they want to do for the rest of their lives. One of the places the youth are looking to for help is 4-H.

4-H today offers some projects and activities that help the 4-H'er research and decide upon a field of interest or a specific career. One example of this is the advanced clothing project in Colorado. In this project the individual must pick a career field, study it, and if possible "shadow" a person involved in that field. Also at many State conferences career workshops are offered, but many times are too general to greatly help the 4-H'er. New projects and activities need to be offered in 4-H to help in finding or even developing a career.

Some recommendations the group came up with to meet this need for career-type activities in 4-H are as follows:

--Have more detailed career-related activities at conferences and possibly even have a 2 or 3-day conference strictly for careers. These conferences would be aimed at the age of high school students who are beginning to investigate careers.

--New projects and activities should be designed that would allow for career research and development.

--Time management skills should be taught in projects and activities.

--Scholarships should be made more accessible since many 4-H'ers do not know what scholarships are available or how to receive them.

--Job opportunities in Extension work should be expressed more since many 4-H'ers do not know of all the opportunities Extension has to offer. Also work study projects or internships should be expanded to allow more 4-H'ers to participate in these programs involved with Extension work.

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COMPUTER PROGRAMS IN 4-H

Computers will be the thing of the future:

- --Nationwide computer communication.
- --Future families to have a direct line to county Extension computers.
- --Ohio is national computer head.
- --Good major.
- --Down the road; robots

Idea; utilizing computers in 4-H

- --Teaching
- --Storing
- --Tutorial programs (english, math, etc.)
- --Poster board; screen-graphics
- --Games, music-graphics
- --Work study
  - --file enrollment, and other info
- --Mailing lists
- --Communication
- --Electronic lamb marketing

Ideas for computers in 4-H.

- --Interdisciplinary
  - --to incorporate computers in with other projects
- --Project of recordkeeping to ag (business records): programming
  - --for the youth
- --Teaching of land usage and predicting cost-benefit ratio
  - --for 4-H'ers projects
  - --selected Extension program
  - --Calendarization (calendar, data, dates, program resource contact (file) (coordination)
  - --Marketing trend information
  - --Electronic marketing
- --Count down paper and time-consuming work
- --Resource list at land grant college in all projects.
- --Filing index
- --4-H computer project tieing in with other projects
- --Teaching programs
  - --Mathematics, etc.
  - --Aid
- --Resource bank
  - --donors--info about, who, where
  - --people--who, what their like
  - --materials

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IMAGE BUILDING

General feeling that the 4-H image is positive.

--One of wholesome individuals doing good things

--But, is one of the most misunderstood programs

Feel the public sees 4-H for agricultural youth only

--Public does not know the variety of projects available

Youth feel the program is for pre-teens (9-12 year olds).

--Teens are dropping out of the program as they do not see it for them

--Programs and projects need to be communicated to teens as to availability

4-H is an organization which builds:

--Project skills

--Leadership

--Citizenship

--Friendship

--Decisionmaking skills

We need to tell this to our publics. Help them understand the scope of our program.

--PSA's

--Newspapers

--Guest shows

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PERFORMING ARTS IN 4-H

In 4-H Expressive Arts ways of using the visual and performing arts to express yourself.

Nationally -- 293,308

Performing Arts Troupe in 4-H History original production it is developing in the counties.

North Carolina--audition as opposed to selecting off of paper financed donations, but students have some expense involve.

Split traveling fund raiser

Vermont--nothing State level. Local--Bennington Drama 4-H Club, 2000 budget "You're a Good man Charlie Brown"

O.K. -- My Fair Lady

Suggested shows--Sound of Music (youth); Oklahoma (teens).

Helen Keller "The Miracle Worker"--girl experienced with blindfold for 3 weeks.

Missouri--Clowning for 4 years, family experience. Share the fun.

What about National Award Programs? Leisure education should not be competitive. Might spark schemish competition.

Some States are returning to basic skills because of economy, staff available and number of 4-H'ers.

Wisconsin--a music, dance and drama specialist.

There is no single trend, it's up, down, and around.

Utah--county talent shows where winners compete at 4-H convention.

Wisconsin--problems recruiting leaders. They should look into the arts council troupe of performers who travel.

New Jersey--clogging and square dancing expo with 4-H chorus and orchestra.

A group does performances in a chosen location. They only ask for supper, sleep, and breakfast in addition to 25 percent intake. They will be going to Canada doing this.

Minnesota--2 weeks before State fair seamstresses, actors, involve 200 people to serve at State Fair Art shows and performances. Three times a day throughout the week. Most exciting building at the fair.

Iowa--traveling arts exhibit. Govenor commissions 4-H'ers to make yifts for visiting dignitaries.

Ohio--puppetry.

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Kansas--Traditional crafts

Consulting Group in the Performing Arts should be considered for 1984 National 4-H Conference.

Publications

North Carolina's Dramatic Arts Project is available.

In Touch Your Eyes--National 4-H Council

Clowning--Michigan

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YOU, YOUR VALUES, AND DRUGS AND ALCOHOL

I. Values--Drugs

6 drugs in last week, in past week
- Marijuana
- Hash
- Speed

Most prevelant drug--spped, marijuana ($75/lb, $1/joint)

Alcohol

17 in past week
99 percent (Beer and hard liquor, TJ Swan wine)

How much--
- 1 Beer -- 99 percent
- 4 Beers -- 90 percent
- 5-6 Beers -- 80 percent
- 8-9 Beers -- 4 percent
- 2 6-packs -- 1 percent

How long--3 or 4 hours
- Before, during school
- In Oranges, Mountain Dew
- 60 percent drinking once a week

4-H'ers
- 3/4 drink once a week
- 1/2
- 5
- 11 pressure to drink

Values

Drinking once a week--3rd grade
Junior high
1/2 parents allow it -- role playing

Should 4-H take role in substance abuse? Yes

Marnie (Minnesota)--involve as 4-H'ers
Marissa (Louisiana)--get involved in 4-H
Ann (Wisconsin)--get involved in 4-H
Tim (New York)--get involved in 4-H
Kristy (North Dakota)--Yes--no other groups, but AA
Julie (Nevada)--Yes--no other groups, but AA
David (Oklahoma)--Start early, when 4-H starts

What can we do as 4-H'ers?

Marti (Minnesota)--Slide show--drunk driving--talking to high school students. 5,000 people talked to (also FHA).

Marissa (Louisiana)--Speakers--for groups

Do we need awareness program for teens--Yes

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Speaker needs to
--emotional part, also
--get somebody w/experience

Nancy (Wisconsin)--Turnoff at school. I'm not getting caught.

Ann (Wisconsin)--Need somebody who has been there--reformed users.

Cindy (Massachusetts)--parents included

Tom (Mississippi)--Movie "Scared Straight"

Marissa (Louisiana)--parents get out of jail.

Parent's opinions

BYOB--Better your own Body--teens who have experience in alcohol, peer pressure, drink or not. Trained with facts, nutritional--lead discussions 7th and 8th graders--decisionmaking on alcohol. Reach through schools.

Health program--4-H Center

Excited that 4-H wants to be involved

Awareness up through 4-H, parents need to be involved.

Parents do not want to know

Audience

Canada--drinking in culture; problem--encouraged heading away from drinking.

Canada--drinking in school--lunch time, kids in school who are 19 and can buy.
Easy to buy--can go into bars very easily.

Limited funds--should target be--age
Teens--minds are set, must start after 6th grade w/young (13 year.)
Elementary

Value Clarification--State wide conference.
Decisions I would rather ----
If I were invited to drink ----
Spend money on ----
Need ability to say yes or no
My responsibility

Career Counseling Programs--teens behavior, responsibility.

Audience for younger children:

Canada--Peer pressure training session

Parent--portray one thing and say another; non-visual communication.

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Brothers and sister as role models--followed by younger brothers and sisters.

Alabama--focus on reaching people before they are involved. (Youth center) alienation problem.

MADD--teen killed at age 14 "Mothers against drunk driving."
Imprisonment auto for drunk driving. Be a responsible parent.

Why do children drink?

--Parents constantly saying "no"--rebellion occurs
--Peer pressure
--Because of pressure, stress, let downs.
--It's the best thing to do
--Not having place to go--boredom
--Reality
--Feelgrown up
--Arcade--now mess
--Do it to have a good time, can't find natural high
--Like and enjoy drinking, like taste.

Program in Alabama--Youth Center

--Video games
--Free--foosball, ping pong
--Socialization
--Strict set of rules--no smoking, no bad language
--Good support from police department

Programs

How do we talk to people who are not our blood line?

Target Audiences and Resources

--Is alienation a problem? Yes

Need to get teens involved--participation and exceptance

Biggest teen problems

--Want to be accepted
--Stress from school
--Don't want to make decisions, immaturity
--Force to be grown up--parents expect maturity
--Divorce rate, both parents working
--Family pressures
--Given to many responsibilities
--Girls, boyfriend, make-up scene
--Trend has changed--more important now boyfriends and girlfriends

Need good youth/adult relationship for guidance

So as I say--not what I do!

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Boys--bombed
Girls--girls name someone who will drive feeling of immortality (survival)

A task force committee be developed--what 4-H can do about this matter!

---

32 present

60 percent of high school using alcohol once per/week

67 percent by freshman using alcohol

Alcohol consumption up so is accident rate and death rate

5 States--driving license age to 18

5 States--drinking age to 21

California #1 agriculture crop is marijuana

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EXPANDING 4-H CLOTHING AND APPEARANCE PROJECTS/ACTIVITIES

When discussing the 4-H clothing and appearance projects and activities, some very positive feelings and experiences were expressed. Some of these were the joy in learning a new skill, saving money, being able to have clothes that reflected the personality of the sewer, learn to present one's self at one's best, plan a wardrobe that compliments the sewer and his/her lifestyle. It was felt that the projects allowed each member involved a way of expressing his/her individualism and creativity. Those involved seem to enjoy sewing designer fashions and even designing their own clothing and patterns. Many also enjoy the sense of accomplishment they receive when they advance in skills, and get a better fit in their clothing. The older members especially enjoy sharing the skills they have learned with younger 4-H'ers.

While these things are all well and good, there were some frustrations expressed also. Some of these included: not being able to find a pattern which he/she liked, disliking cutting the garment out, the lack of time for sewing, not having the patience to finish a project, altering patterns, poor beginning projects, lack of consistency in judging, making something not right for his/her personality type or figure type.

From the above lists, some recommendations were derived. These are:

--Broaden the clothing projects to include clothing selection, textiles, care, and consumer education.

--Bring literature up-to-date and include instructions on pressing and basic techniques with efficient use of time.

--Increase fashion awareness within the projects/activities.

--Better beginning projects.

--Develop different criteria for different sewing experience.

--Make the projects available to boys.

--Provide more seminars in modeling, grooming, design and style.

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COLLEGIATE 4-H

Whether or not the group sees it as an important concern

--It is an important concern because many high school 4-H'ers have nothing left in 4-H because of a great number of colleges do not have a 4-H program.

--The greatest number of questions in the group was "how do I start a collegiate 4-H program?"

How much of the concern is being discussed locally?

--It is hard to be discussed locally unless the community is "a college town."

--South Dakota State University helps local groups throughout the State in leadership skills.

--Extension agents send names of graduating 4-H senior to some participating colleges.

Any recommendations of the group or individuals regarding to the issue.

--For the previous statements continue promoting collegiate 4-H program.

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ROLE OF TEEN COUNCIL

I. Purpose of Teen Council

A. County

1. Plan and carry out activities for 4-H members
2. To keep teens involved and interested in the 4-H program
3. To act as a planning committee
4. To act as an advisory committee
5. To give 4-H teens leadership experience
6. Promote the 4-H program
7. To help 4-H teens' leadership experience.

B. District

1. To plan district conferences
2. To plan and promote district events
3. Promote 4-H
4. Be involved in service projects
5. Report to State Council

C. State

1. Plan State events (conference, contest, etc.)
2. Be involved in citizenship projects by learning about government
3. Give leadership experience

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PROMOTING 4-H IN YOUR COMMUNITY

Determining if promoting 4-H is important

1. Yes -- at State and National level

How does one promote 4-H

1. St. Patrick's parade in Denver (Colorado) -- a float.
2. Through county fairs--booths, displays, posters (New Mexico)
3. Wearing green jackets (New Mexico)
4. Weekly 4-H radio program (New Mexico)
5. 4-H Enrollment at the schools (Utah)
6. And, have assemblies.
7. Newspaper (Oklahoma)
8. Radio and TV (Oklahoma)
9. Speakers (Oklahoma)
10. Donors are invited to special events (Minnesota)

Audiences

1. Volunteers
   - A. Go to volunteers
     - (1) Supermarkets
   - B. Define program's needs
   - C. Know facts
   - D. Find talents and interests of volunteers
   - E. Explain personal benefits
   - F. Start gradually

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2. Donors

   A. Businesses (8 percent corporations)

      (1) locally owned

      (2) big business

   B. Organizations

      (1) Farm Bureau

   C. Personal/individual (92 percent of all giving comes from personal gifts)

   D. Show how 4-H donates time and services

3. Members

   A. Explain benefits at various levels

   B. Hearing actual experience

   C. Say and show that it's fun!

   D. Set goals that have excitement involved

   E. Get leaders involved

   F. One-on-one retreats

Best way to promote 4-H is a one-on-one situation

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TEENS AND STRESS

The following recommendations were derived from the "teens and stress" discussion group:

A. Develop stress management courses of some kind in the form of a project or activity in 4-H.

B. Form teen groups in individual communities or counties which will draw kids together that have the same interests as a support group for other teens.

C. Publicize community mental health institution programs for teens.

D. Introduce more non-competitive events with/without sister competition.

E. Publicize and promote, and create and network more awareness of other stress programs available (i.e., YMCA, other youth groups).

F. Develop programs and promote activities that address stress issues (i.e., "The Stress Connection" and Texas' "Goodbye Childhood, Hello Adulthood" retreat).